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ABSTRACT

Understanding Metropolitan Living (UML) was a cooperative summer school sponsored and conducted by a suburban school district in Johnson County, Kansas, and the central city school districts in Kansas City, Kansas, and Kansas City, Missouri. A six-week instructional program was conducted between June 8 and July 17, 1970, for 40 suburban students and 20 central city students. The students came from elementary schools and junior high schools. School district officials tried to select students who had demonstrated scholastic ability and a record of good school attendance. UML was a voluntary program which brought students together across state lines. Buses were provided for transportation. The stated goals were: to utilize community resources in learning about the metropolitan area and its people; to facilitate the development of positive intercultural understanding and intergroup relationships among students of differing social, economic, racial, and ethnic backgrounds; and, to actively involve students in high interest learning experiences dealing with the future of the metropolitan area. In this report, an evaluation of the program is presented. Most of the evaluation report describes the perceptions of participants and observers. Strengths and weaknesses of the program are also analyzed. Finally, various recommendations are presented. (Author/JW)

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U N D E R S T A N D I N G M E T R O P O L I T A N L I V I N G

Description and Evaluation of a Cooperative City-Suburban Program for Urban Students in the 1970s

Progress Report on the Summer, 1970 Cooperative Summer School
Conducted in Johnson County and Kansas City, Kansas
and Kansas City, Missouri

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Center for the Study of Metropolitan Problems in Education
University of Missouri - Kansas City

October 1970

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A C K N O W L E D G M E N T S

This report is dedicated to the many people who helped make UML a reality.

In large measure, the proposal was suggested by representatives of the Education Committee of the Greater Kansas City Council on Religion and Race as well as Reverend Don Parkinson and members of his congregation of the Church Without Walls in Shawnee Mission.

Initial concepts were discussed and refined by Mrs. Claire Ewert of Shawnee Mission, Reverend Edward Simons of Lenexa, Wayne Morse,principal of the Prairie Elementary School, and Dr. William Foster, former assistant superintendent of schools in Shawnee Mission.

Dr. Bertram Carruthers of the Kansas City, Kansas Public Schools, Paul Seaton of the Shawnee Mission Public Schools, and Dr. A. Odell Thurman of the Kansas City, Missouri Public Schools worked many hours far beyond the call of duty to launch UML and keep it running smoothly.

Understanding Metropolitan Living would not have been possible without the financial sponsorship of the Kansas City Association of Trusts and Foundations and the moral commitment and support of the school board members and superintendents of schools in the three participating school districts.

And, of course, the program could not have succeeded without the inspired leadership and dedication of the four teachers who staffed it: Ovita Freeman, Jack Liles, Delores Williams, and Dean Young.

PART I

THE COOPERATIVE SUMMER SCHOOL FOR UNDERSTANDING METROPOLITAN LIVING

Understanding Metropolitan Living (UML) was a cooperative summer school sponsored and conducted by Shawnee Mission Unified School District #512 in suburban Johnson County, Kansas and the central city school districts in Kansas City, Kansas and Kansas City, Missouri, respectively. A six-week instructional program was conducted between June 8 and July 17, 1970 for an intended enrollment of forty (suburban) students from Shawnee Mission and twenty (central city) students each from the two Kansas City districts.[1]

Approximately half of the students from each district were fifth and sixth graders enrolled in the elementary section and the other half were seventh, eighth, and ninth graders enrolled in the junior high section. School district officials tried to select students who had demonstrated scholastic ability and had a record of good school attendance. UML was a voluntary program which may have been the first of its type in the country to bring students together across state lines. It was made possible through a Kansas City Association of Trusts and Foundations grant of $10,500 from which teachers' salaries, bus transportation, and other necessary expenses were paid.

Two elementary teachers and two junior high teachers were employed to teach in the program. Each team consisted of one white teacher and one black teacher. Two of the teachers were from the Shawnee Mission School District, and one each came from the two Kansas City districts.

Three busses were provided to carry out the program. During the first three weeks, when classes met at the Ray Marsh Elementary School in Shawnee Mission, the busses picked up participants in the two Kansas Cities and brought them to Shawnee Mission. Similarly, the busses brought students from Shawnee Mission to the Mary Harmon Weeks Elementary School in Kansas City, Missouri, where classes met during the second three weeks. Two of the busses then were available to take the elementary and junior high sections on field trips which constituted a major part of the curriculum and instructional program.

Goals emphasized throughout the six-week UML program were to utilize community resources in learning about the metropolitan area and its people, to facilitate the development of positive intercultural understanding and intergroup relationships among students of differing social, economic, racial, and ethnic backgrounds, and to actively involve students in high interest learning experiences dealing with the future of the metropolitan area.

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[1] Although the intended enrollment was eighty, several students could not be present for the entire summer and were replaced by substitutes upon leaving. By the end of the program, 84 students (46 at the junior high level and 38 at the elementary level) had participated at one time or another. At the elementary level, there were 19 students from Johnson County, nine from Kansas City, Missouri, and ten from Kansas City, Kansas. At the junior high level, there were 24 students from Shawnee Mission, seventeen from Kansas City, Kansas, and five from Kansas City, Missouri. Thirty-three of the junior high students participated for nearly the entire six weeks. Attendance rates were 93% for the junior high group and over 90% for the elementary group.

To achieve these goals, students of differing background from the three participating school districts worked closely together in studying community institutions in the metropolitan area. In addition to field trips and meetings with knowledgeable resource persons, students engaged in relatively unstructured as well as teacher-led discussions and studied appropriate films and other learning materials related to the topics under study, thus gaining much more first-hand understanding of the metropolitan area, its people, and their problems than it normally is possible to acquire in regular school programs. In the elementary section, a large part of the curriculum was structured around the general theme of "Urban Occupations"; here teachers made a systematic attempt to help students become acquainted with the extremely diverse nature of the occupational possibilities which are open to them in a modern urban society. Discussions on this theme stressed, in the words of one of the teachers, "that all occupations require training and specific skills and that each job is important, i.e., a mechanic's skill in fixing a car may be as important as an engineer's skill in repairing or building a bridge." The major field trips conducted as part of UML are shown in Tables 3 and 4. Films shown in the junior high school section of the program are listed in Appendix A.

Occasional recreational activities, a daily meal or snack, and various group projects and social events also were included in order to make UML a rewarding and satisfying experience for students and to establish understandings and communications needed to make the program successful. The importance of these co-curricular activities and components is discussed at appropriate places elsewhere in this description and evaluation of the program.

Another notable aspect of UML was the close, personal contact it provided between teachers and students. In part, this closeness may be attributed to the personalities of the teachers and their deep concern for the welfare and individuality of each pupil, but the nature of the program with its emphasis on using community resources for learning also facilitated and contributed to the attainment of authentic relationships between students and teachers. In their written and verbal comments, students frequently remarked on the importance they attached to this opportunity for individual contact with teachers and their distaste for the more impersonal relationships typical of their school experience during the regular academic year.

From the viewpoint of suburban students in UML, much of the program's spirit was aptly summarized in a brief account of UML which appeared in a Johnson County newspaper during the fourth week of the program. The article began by observing that:

> The city is a metropolitan place. It is diversified and to some it is beautiful. To others, not so.
>
> But to those in the suburbs it is far away. They are a part of it, and yet they are far removed from its tastes, sounds and smells. Rarely do adults venture into it--never if it can be helped at all, or only to work, then they hurry home to security, cleanliness, quiet and comfort.
>
> Their children regard it as remote.

> But there are about 40 students in Shawnee Mission schools, grades five through nine, who are finding out it isn't so remote after all. They are participating in a unique pilot program called "Understanding Metropolitan Living" with about 40 youngsters from Kansas City, Missouri, and Kansas City, Kansas schools.[2]

For the central city students participating in UML, the program similarly provided an opportunity to learn about suburban communities and their inhabitants that few if any central city children growing up in a large stratified metropolitan area otherwise would have available to them. Thus a primary purpose of UML was to reduce misunderstandings and barriers among people that arise when children of differing groups are kept geographically and socially isolated and segregated from one another.

Almost equally important, students in UML were given a chance to learn more about their own community in a context that encouraged them to recognize and understand both its strengths and its problems. From this point of view, the complementary premises behind a program like UML are that it is desirable for a young person to take pride in his community and to feel a responsibility for working to improve it at the same time that he respects the accomplishments of people in other communities and develops a sense of obligation to work for the betterment of all the diverse groups which live in a highly interdependent metropolitan society.

Noting the emphasis in UML on direct, voluntary contact between students of differing racial groups in community settings that encourage the development of mutual respect and acceptance of shared responsibilities for the welfare of the larger metropolitan community, it is obvious that UML is a good example of the kind of public school educational program President Richard Nixon advocated to the nation in a major policy statement delivered on March 24, 1970:

> Most public discussion of overcoming racial isolation centers on such concepts as compulsory 'busing' - taking children out of the schools they would normally attend, and forcing them instead to attend others more distant, often in strange or even hostile neighborhoods. Massive 'busing' is seen by some as the only alternative to massive racial isolation.
>
> However, a number of new educational ideas are being developed, designed to provide the educational benefits of integration without depriving the student of his own neighborhood school.
>
> For example, rather than attempting dislocation of whole schools, a portion of a child's educational activities may be shared with children from other schools. Some of his education is in a 'home-base' school, but some outside of it. This 'outside learning' is in settings that are defined neither as black nor white, and sometimes in settings that are not even in traditional school buildings. It may range all the way from intensive work in reading to training in technical skills, and to joint efforts such as drama and athletics.

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[2]Meta Levin, Overland Squire, July 2, 1970.

> By bringing the children together on 'neutral' territory friction may be dispelled; by limiting it to part-time activities no one would be deprived of his own neighborhood school; and the activities themselves provide the children with better education.[3]

Perhaps the best way to describe UML is to quote a few sections from the log records kept by the teachers in order to communicate a sense of what it was like and what it accomplished. On the following pages several such excerpts from the logs are included in order to illustrate the kinds of activities which were part of the program and the ways in which teachers worked to achieve the academic and intercultural goals of the program.

Excerpt 1.

> Monday, June 8, 1970. We attempted to alleviate the awkward period which we felt might exist during the getting acquainted session that we had scheduled for the children and their parents. We attempted to enable each person to possess a feeling of belonging by creating a relaxed climate. The first thing that we did to eliminate that 'awkward interval' was to issue name tags to each parent and to each child. Secondly, each person was given a number, and each person was responsible for finding another who had the same number. The purpose of utilizing this number system was to encourage those who were not acquainted to meet and talk; thirdly, coffee and sweets were provided, for we felt that some of our parents who had a longer distance to travel probably would not have had sufficient time to prepare breakfast. We also felt that eating might relieve some of the tension that might occur on such an occasion.

Excerpt 2.

> Monday, June 15, 1970. It was rewarding to see that most of the youngsters seemed more relaxed on the bus and more at ease with each other during our field trip than they had been the first week. Most of them chatted very freely with each other and sang songs together. Some of the Northeast Junior kids, most of the Hillcrest Junior kids, all four of the Martin Luther King Junior kids, and a Mexican American boy from West Junior were playing some sort of singing game.

Excerpt 3.

> Thursday, July 9, 1970. The Swope Park Bank was the first place that we visited today. One student from Hillcrest asked, 'Why would we visit a bank?' After touring this bank I asked one student if he felt that visiting the bank was a learning experience or a waste of time. He said, 'They

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[3]"School Desegregation: A Free and Open Society." Policy Statement by Richard Nixon, President of the United States, March 24, 1970.

answered many questions that I had forgotten that I was interested in, so I don't think it was time wasted.' Another said, 'I expected to see only black people working in the bank but instead we saw black and white people working together.' Another student observed that 'I noticed that both blacks and whites seemed well informed and proud about the bank.'

Excerpt 4.

Monday, July 13, 1970. We have referred to air and water pollution during the numerous discussions that we have engaged in; therefore we decided it would be a worthwhile venture to attempt to find out as many valid facts as time would permit. Our field trip to the Kansas City Water Works today was an outgrowth of our discussions on air and water pollution, which we had begun discussing on the bus one day.

. . . At the Water Works we were shown a movie concerning water purification and had an extended tour through the entire plant. One student remarked afterwards, 'Our tours get better all the time. This was one of the best.' Another remarked that most of his questions concerning water purification had been answered, and another said 'I would like to get more detailed information on air pollution.' As a result, we secured the film What are We Doing to Our World? After previewing it, I showed it for the class.

Excerpt 5.

Thursday, July 16, 1970. Today we went swimming at Shawnee Mission East. It was one of our best days . . . No more than four or five of the black students could swim, but the white kids were trying to help them learn.

Excerpt 6.

June 22, 1970. Today we worked in our various groups on the newspaper, on art and creative writing, and on courtesy. I observed more contact between black and white: Sharing paints, helping one another on pictures or projects, asking for suggestions. . . .

The black boys were monopolizing the basketball game. I asked them why they didn't let the white boys play and they said it was because they /the white boys/ preferred to spend their time talking. I then talked to the white boys and found they did like to play basketball. I asked all the boys to gather around and choose two captains. The boys chose their teams and played an enjoyable game of basketball together.

Although it is not possible to fully describe on paper the aura of excitement in learning and the atmosphere of constructive cooperation in surmounting social

and racial barriers that was felt by visitors at UML, essays which were written by students at the end of the summer communicated part of the sense of sharing in important learning experiences that was apparent throughout the program. There is no better way to end this description of the Cooperative Summer School for Understanding Metropolitan Living than to quote the full text of one of these essays composed by a student in UML.

Summer School for the 70's

by Mark Gomez

The words and sentences you will read will pertain to a course called, SUMMER SCHOOL FOR THE 70's: "UNDERSTANDING METROPOLITAN LIVING."

Now, this is not an ordinary project, but an experimental one. This project will stand-out, compared to all others in this field.

This is my opinion, even though I am sure it is shared with others, as well as me.

Here is how I put it. . . .

Look at our world today. What do you see? What are we faced with? Phrases such as, 'Where is Love,' 'Is there Peace?'. Problems and troubles all around us. We inherit an awful lot. We are the young. Passed down to us are the bad as well as the good and we must be prepared for it. We must know what to do, to keep history from repeating itself, again. This course will help us be prepared for the future.

This problem has been recognized by the Kansas City, Missouri, Shawnee Mission, Overland Park, and Kansas City, Kansas School Districts. They have set up a course to educate us and to make us aware of the problems that we are faced.

The students here in this course were picked by their ability to think and use mind wisely.

We had only six-weeks to go through some of the most important problems and still didn't have time for all of them. If you come in Peace and Love For Your Fellow Man then you get the most done in the littlest of time and we got the most done in the littlest of time. This course is one of the best ways I know to get it done.

I've learned a lot in this course. More than I would in the regular 9-months. This course has proven a lot to me as a person.

I've made a lot of new friends, about 35 and 2 of them teachers.

Friendship, another achievement in this course, a great achievement.

This has been an excellent program and if I can possibly get in it next year I would feel privilege to attend.

I'd like to thank the school districts and the Kansas City Trust and Foundation Co. for a summer I and others won't forget.

PEACE AND THANK YOU!

PART II

EVALUATION

Since educational programs can be evaluated in an almost unlimited number of ways, the first step in conducting an evaluation is to select procedures which deal with important goals of the program and are feasible in terms of the time and resources available for evaluation. In the present study, a variety of data collection approaches were chosen to assess various aspects of the Cooperative Summer School for Understanding Metropolitan Living (UML).

Some of these approaches were designed to provide a straightforward portrayal of the reactions of participants (students, teacher, parents), some were used to identify strengths and weaknesses in the program, and others were used to explore possible effects of the program in a less direct manner. In research of this type, the most easily interpreted and practically-meaningful data generally are drawn from observations of the program and from reports from or responses of participants; other data acquired by more projective methods often prove extremely valuable but may be difficult to interpret with confidence. For this reason, the major part of this report presents relatively straightforward information on the perceptions of participants and observers, while the final sections report the results obtained with other more projective instruments used in the evaluation.

1. Student Reactions

> The city as I see it wears a very lovely face,
> But the city as they see it frowns on all the dark race.
> They are like apple seeds that live inside the core,
> They never get to eat the fruit, yet live there evermore.
>
> Poem by Dawn Devine, participant in UML 1970.

For obvious reasons, the first questions to ask in evaluating an educational program are whether and how students in the program felt they benefited from participating in it and whether they believe their participation was worthwhile. Particularly in a program such as UML which emphasizes student involvement in learning activities, it is important to determine whether students rated their experiences positively and whether they were motivated to engage in further learning in the future. The primary instrument used to answer these questions was a questionnaire which UML students filled out at the conclusion of the program.

Responses to the questionnaire administered to elementary students are shown in Table 1. As shown in Table 1, the large majority among both suburban and central city students said they enjoyed participating in the program. Most thought the program was interesting and responded positively to their teachers. Equally important, most agreed with the statement "School would be better if all my classes were taught this way," and all 32 students who responded to item 14 said that they would like to participate in a similar program in the future if one were offered again. Only one student reported having difficulty understanding material studied in the program and only three experienced problems meeting so many new children from other schools.

Eight of the elementary students, however, agreed with the statement that "The bus ride was too tiresome." Although this group constituted only one-fourth of the

sample, the finding indicates that it might be desirable to reduce the number of bus trips in future programs.

The only item on which central city and suburban students differed substantially from one another was the statement, "I learn more in a regular classroom." As shown in Table 1, nearly half the central city students agreed with the statement. Further analysis showed that the difference between the central city and suburban samples was due primarily to the fact that six of the nine central city girls agreed with the statement. This finding indicates that central city girls perceive learning to be a more structured and formal activity than do other students in the program. It is possible to conceive of several long, complex explanations to account for this difference, but in the absence of additional data it would be difficult to choose among them or to determine whether central city girls actually did learn less in the UML setting than they did during the regular school year. Thus it is recommended that more attention should be given to this item in future evaluations.

Responses of the junior high students to the questionnaire are shown in Table 2. Response patterns for the junior high sample were similar to those for the elementary sample. As in the case of the elementary sample, every student who responded to the questionnaire said that UML was an interesting program in which he or she would enroll again if given the opportunity.

It is interesting to note that exactly the same pattern was found in response to the item, "I learn more in a regular classroom" as was found in the elementary sample. That is, suburban boys and girls disagreed with the item but a substantial minority of central city girls agreed with it. (Five of the fourteen central city girls who answered agreed with the item. There were too few central city boys in the junior high sample to allow for separate analysis of their responses.) The fact that this pattern occurred among both the elementary and the junior high samples of central city students reinforces our belief that the pattern is a reliable one which deserves additional attention in the future.

One difference that did emerge between the elementary and secondary samples was on the item, "School would be better if all my classes were taught this way." Whereas a substantial majority of suburban as well as central city elementary students agreed with the item, only ten of the eighteen suburban junior high respondents agreed with it. This finding may be due to several factors. First, it is possible that at the junior high level, suburban students were more satisfied with their regular school-year classes than were the central city students. Second, it is possible that suburban junior high students may have responded more honestly on this item than did central city students. Third, it is possible that suburban junior high students may have been more prone than were central city students to make distinctions among regular school-year classes and thus to reject the statement that "all" their classes should be taught in one or a few ways. In the absence of additional data, it is impossible to choose between these explanations.

In general, responses to the "My Opinion of UML Questionnaire" indicate that UML was successful in terms of students' interest in and satisfaction with the program and in terms of encouraging interracial understanding. Although it is probable that some of the positive responses can be attributed to youngsters' tendencies to choose favorable categories in evaluating programs in which they have participated (particularly in the case of a voluntary program in which teacher-students relationships are very close), the overwhelmingly positive pattern of

TABLE 1
Elementary Students' Responses to Selected Items on
"My Opinion of UML" Questionnaire

Item	Suburban Students			Central City Students			Totals		
	Yes	No	Blank	Yes	No	Blank	Yes	No	Blar
1. I liked going to Ray Marsh School	14	1	0	17	0	0	31	1	(
2. I liked going to Mary Harmon Weeks School	11	4	0	17	0	0	28	4	(
3. The bus ride was too tiresome	5	10	0	3	14	0	8	24	(
4. The teachers were friendly	14	1	0	16	0	1	30	1	)
5. It was hard meeting so many new kids	1	14	0	2	15	0	3	29	(
6. Most of the time I understood what the teachers were explaining	14	1	0	17	0	0	31	1	(
7. I saw many things I had never seen before	14	1	0	16	1	0	30	2	(
8. I learn more in a regular classroom	4	11	0	8	9	0	12	20	(
9. I felt uncomfortable visiting different people in different parts of the city and suburbs	0	15	0	1	16	0	0	31	(
10. I learned new things about my own community	10	5	0	14	3	0	24	8	(
11. I found it interesting to study about other people	15	0	0	17	0	0	32	0	(
12. School would be better if all my classes were taught this way	11	4	0	13	4	0	24	8	(
13. Did you like having a "team" of teachers?	13	2	0	15	2	0	28	4	(
14. If UML is offered again in the future, would you like to join it?	15	0	0	17	0	0	32	0	(

TABLE 2

Junior High Students' Responses to Selected Items on
"My Opinion of UML" Questionnaire

Item	Suburban Students			Central City Students			Total		
	Yes	No	Blank	Yes	No	Blank	Yes	No	Blank
1. I liked going to Ray Marsh School	14	0	4	16	0	1	30	0	5
2. I liked going to Mary Harmon Weeks School	17	1	0	16	0	1	33	1	1
3. The bus ride was too tiresome	8	10	0	2	15	0	10	25	0
4. The teachers were friendly	18	0	0	17	0	0	35	0	0
5. It was hard meeting so many new kids	1	17	0	2	15	0	3	32	0
6. Most of the time I understood what the teachers were explaining	18	0	0	17	0	0	35	0	0
7. I saw many things I had never seen before	18	0	0	17	0	0	35	0	0
8. I learn more in a regular classroom	0	18	0	5	10	2	5	28	2
9. I felt uncomfortable visiting different people in different parts of the city and suburbs	1	17	0	1	16	0	2	33	0
10. I learned new things about my own community	17	0	1	16	1	0	33	1	1
11. I found it interesting to study about other people	17	0	1	17	0	0	34	0	1
12. School would be better if all my classes were taught this way	10	8	0	16	1	0	26	9	0
13. Did you like having a "team" of teachers?	17	1	0	16	1	0	33	2	0
14. If UML is offered again in the future, would you like to join it?	18	0	0	17	0	0	35	0	0

response to the anonymous questionnaire is difficult to explain away purely in terms of response set. In addition, the comments respondents volunteered on an open-ended section of the questionnaire provided additional evidence that UML students generally were positive and enthusiastic about the program. By way of illustration, some of the comments offered on this part of the questionnaire were as follows:

> Suburban junior high girl - "I never knew the city contained so many exciting things. It was most interesting."
>
> Central city junior high girl - "I liked going to places I had never seen before which was a great experience as well as educational."
>
> Central city junior high boy - "This course is indeed a full success. The people and teachers have made me learn in a different way and I like it."
>
> Suburban elementary girl - "I thought colored people would be a little different from us but everybody is different I find out. It is fun."
>
> Central city elementary boy - "I like meeting new boys and girls. I liked all the boys alike and different from our own race."
>
> Suburban elementary boy - "I liked the trips because I didn't know the things I saw and learned about. I thought the black people would be mean or something, but they weren't. They were very nice."
>
> Central city elementary girl - "I liked the program very much and hope I can come back next year. I enjoyed meeting new people and visiting new places. I learned a lot about Kansas and Missouri."

Student ratings of the field trips, activities, and topics studied also provide a direct measure of the degree to which they were positive about the UML curriculum. Reactions of the elementary and junior high students to the major field trips, activities, and topics are shown in Tables 3 and 4, respectively.

As shown in Table 3, both suburban and central city elementary students reported generally positive reactions to the activities and studies they had engaged in as part of UML. For the central city sample, 172 of the 301 responses (57%) were in the "liked very much" category. For the suburban sample, 119 of the 248 responses (48%) were in the "liked very much" category, and only 9 were in the "did not like" category. For the elementary sample as a whole, there was only one activity on which the number of combined "liked hardly at all" and "did not like" responses equalled or exceeded the number of combined "liked very much" and "liked some" responses.

As shown in Table 4, both suburban and central city junior high students reported generally positive reactions to the activities and studies they had engaged in as

TABLE 3

Elementary Students' Ratings of Field Trips, Activities, and Subjects Studied

LVM = liked very much
LS = liked some
LHA = liked hardly at all
DNL = did not like
BL = blank

Trip of Activity	Suburban Students					Central City Students					Totals				
	LVM	LS	LHA	DNL	Bl*	LVM	LS	LHA	DNL	Bl	LVM	LS	LHA	DNL	Bl
1. Inland Cold Storage	4	6	1	1	3	10	1	1	0	5	14	7	2	1	8
2. Court trial	8	4	0	1	2	9	5	0	1	3	17	9	0	2	5
3. Douglas State Bank	7	6	0	0	2	7	9	0	0	1	14	15	0	0	3
4. General Motors Parts Division	3	3	4	2	3	5	5	4	2	1	8	8	8	4	4
5. Fort Leavenworth	7	6	1	0	1	9	6	2	0	0	16	12	3	0	1
6. General Motors Factory	7	4	4	0	0	10	4	2	0	1	17	8	6	0	1
7. Children's Mercy Hospital	1	3	7	2	2	4	6	5	0	2	5	9	12	2	4
8. Shawnee Mission Park	7	6	1	0	1	10	3	2	0	2	17	9	3	0	3
9. Tour of U.M.K.C. Campus	9	3	2	0	0	9	4	1	2	1	18	7	3	2	1
10. Fort Osage	8	4	2	0	1	9	4	1	1	2	17	8	3	1	3
11. Manor Bakery	9	4	0	0	2	16	1	0	0	0	25	5	0	0	2
12. Coca-Cola Factory	11	2	0	0	2	15	1	0	0	1	26	3	0	0	3
13. Kansas City Star	6	6	1	0	2	4	10	2	0	1	10	16	3	0	3
14. Swope Park	7	3	2	0	3	13	2	1	0	1	20	5	3	0	4
15. Waterworks	4	6	3	0	2	5	4	3	3	2	9	10	6	3	4
16. Hub Book Store - Brentwood Area in Kansas City, Kansas	3	3	3	1	5	6	6	2	1	2	9	9	5	2	7
17. Sears Roebuck Store	2	6	1	1	5	4	8	1	0	4	6	14	2	1	9
18. Swimming, Shawnee Mission East	8	1	1	0	5	11	2	0	0	4	19	3	1	0	9
19. Donnelly College - Black History Display	4	5	2	0	4	7	6	2	1	1	11	11	4	1	5
20. Blue Valley Park	4	2	2	1	6	9	1	1	0	5	13	3	3	1	12
Totals	119	83	37	9	51	172	88	30	11	40	291	171	67	20	91

*Blanks appeared when a respondent did not answer an item and/or had not been in attendance for a given field trip or activity.

TABLE 4

Junior High Students' Ratings of Field Trips, Activities, and Subjects Studied

LVM = liked very much
LS = liked some
LHA = liked hardly at all
DNL = did not like
BL = blank

Trip or Activity	Suburban Students					Central City Students					Totals				
	LVM	LS	LHA	DNL	Bl*	LVM	LS	LHA	DNL	Bl	LVM	LS	LHA	DNL	Bl
1. Methodist Inner City Parish	11	3	0	0	4	7	5	2	1	1	18	8	2	1	5
2. Film on "Megalopolis"	1	6	2	3	6	4	9	1	0	2	5	15	3	3	8
3. Johnson County Courthouse	10	4	1	0	3	7	4	3	2	0	17	8	4	2	3
4. Overland Park City Hall and Police Department	8	5	2	0	3	7	6	0	1	2	15	11	2	1	5
5. Kansas School for the Deaf	12	2	0	0	4	10	4	0	1	1	22	6	0	1	5
6. Shawnee Mission Board of Education Building	2	3	3	5	5	4	6	4	1	1	6	9	7	6	6
7. Softball game at Hillcrest	8	6	0	0	4	9	4	1	1	1	17	10	1	1	5
8. Film on juvenile delinquency	4	6	3	0	5	9	6	0	1	0	13	12	3	1	5
9. Film on "The Dropout"	4	7	0	0	5	4	5	0	1	6	8	12	0	1	11
10. Northwest High School	6	8	0	1	3	14	0	0	0	2	20	8	0	1	5
11. Bonner Springs Agricultural Hall of Fame	9	4	2	0	3	7	5	1	0	3	16	9	3	0	6
12. Kansas School for the Blind	14	2	0	0	2	9	2	1	1	3	23	4	1	1	5
13. Johnson County Mental Health Association Presentation	5	7	2	2	2 1	4	8	2	0	2	9	15	9	2	3
14. Talent Show	13	1	0	0	4	12	1	1	1	1	25	2	1	1	5
15. "Focus on Success" speakers	4	8	2	0	4	6	6	2	1	2	10	14	4	0	6
16. Channel 4	17	1	0	0	0	10	3	1	1	1	27	4	1	1	1
17. Channel 9	7	8	1	0	2	10	4	0	1	1	17	12	1	1	3
18. Model Cities speaker	2	4	5	7	0	6	7	2	0	1	8	11	7	7	1
19. Model Cities Tour	8	3	3	1	3	8	6	1	0	1	16	9	4	1	4
20. Cave Industries	9	4	1	3	1	5	7	2	1	1	14	11	3	4	2

TABLE 4 (Cont'd.)

Junior High Students' Ratings of Field Trips, Activities, and Subjects Studied

LVM = liked very much
LS - liked some
LHA - liked hardly at all
DNL - did not like
BL = blank

Trip or Activity	Suburban Students LVM	LS	LHA	DNL	Bl*	Central City Students LVM	LS	LHA	DNL	Bl	Totals LVM	LS	LHA	DNL	Bl
21. Kansas City, Missouri secondary schools	3	3	7	1	4	5	4	0	0	7	8	7	7	1	11
22. Urban Occupations	3	8	3	0	3	5	6	1	0	4	8	14	4	0	7
23. Channel 5	13	2	0	0	3	8	5	1	1	1	21	7	1	1	4
24. Swope Park	9	6	0	0	3	10	4	1	0	1	19	10	1	0	4
25. Kansas City, Kansas	2	6	4	0	6	10	5	0	0	1	12	11	4	0	7
26. Jackson County Hospital Alcoholic Ward	11	6	1	0	0	9	4	0	1	2	20	10	1	1	2
27. Kansas City, Missouri air and water	9	4	1	1	3	10	4	1	0	1	19	8	2	1	4
28. pollution strike	10	5	1	0	2	10	2	1	0	3	20	7	2	0	5
29. Black history	4	8	3	1	2	8	6	1	0	1	12	14	4	1	3
30. Rehabilitation Center	10	5	0	0	3	10	4	0	0	2	20	9	0	0	5
31. Bill Cosby Film	13	4	0	0	1	14	1	0	1	0	27	5	0	1	1
Totals	241	149	47	25	92	251	143	29	17	55	492	292	76	42	147

part of UML. For the central city sample, 251 of the 440 responses (57%) were in the "liked very much" category. For the suburban sample, 241 of the 462 responses (52%) were in the "liked very much" category. For the junior high sample as a whole, there were no instances in which the number of combined "liked hardly at all" and "did not like" responses equalled or exceeded the number of "liked very much" and "liked some" responses.

For both the elementary and the junior high samples, the few instances in which a field trip or activity was scored more negatively than positively seemed to be experiences which provided little opportunity for active involvement of the students. For example, one of the negatively-rated field trips turned out to be a case in which a speaker unexpectedly had lectured for more than an hour. It is recommended, therefore, that more attention be given in the future to advance planning to ensure that UML participants have an opportunity to exchange ideas and otherwise become personally involved in all learning activities.

To obtain additional data for evaluating UML and to provide participants with another opportunity to report their perceptions and reactions in as much detail as possible, private interviews also were conducted with 22 students. Ten of the students interviewed were in the elementary program and twelve were in the junior high program. Interviews were conducted by the research assistant, who assured each student that the results would be anonymous. Based on consultations with the teachers, half the respondents to be interviewed were selected from among participants thought to be most positive about UML and the other half from among participants thought to be least positive.

In addition to providing additional evidence which generally agreed with the data obtained on student questionnaires (see above), the interviews suggested the following conclusions regarding the implementation of UML in the summer of 1970 and/or planning for future programs similar to UML:

1. In designating the activities or events in which they became most interested, students frequently specified relatively non-academic topics or activities such as the committees on which they had worked, the program's newsletter, recreational activities, general discussion periods, and opportunities to get to know partners on field trips. This finding suggests that the relatively non-academic components are an extremely important part of a program like UML which definitely ought to be continued in the future.

2. At the elementary level, five of the six central city students said they grew "very much closer" to students of other ethnic groups, as compared with five of the six suburban students who reported they grew "somewhat closer" to students of other ethnic groups. Comments made by the interviewees suggested that the reason for this difference was that suburban students initially may have perceived less social distance between themselves and students from other ethnic groups than did the central city students. This difference, in turn, may have been associated with the voluntary nature of the program and the possibility that suburban students who volunteered may have been from families with a strong interest in and commitment to the goal of achieving civil rights for all.

3. Students at the junior high level tended to report that intra-racial cliquishness was more prevalent and more persistent than it appeared to be at the elementary level. Although part of this differential may be attributed to age difference

per se, it also suggests that UML should place special emphasis on enrolling elementary students since younger participants may find it easier to surmount interracial barriers than do older participants.

2. Parent Reactions

The perceptions of parents of UML students were obtained through an anonymous 19-item questionnaire which parents were asked to fill out the last week of the program and return to the research assistant in a stamped, pre-addressed envelope. Responses to selected items on the questionnaire are shown in Table 5.

As shown in Table 5, UML parents who filled out and returned the questionnaire held consistently positive perceptions of the program. For example, 56 of 57 parents who responded to the item "My child was enthusiastic about the program" agreed with the statement, and 57 of 58 said their children had looked forward to attending UML. The large majority also reported their children had expressed a desire to enroll in UML if it is offered again.

With regard to objectives of UML, responses of the parents tend to support the conclusion that many of these objectives were being achieved. For example, 51 of 56 parent respondents agreed with the statement "My child seems more tolerant of other people's opinions," 48 of 55 agreed with the statement, "My child seems more interested in the welfare of other people," 51 of 56 agreed that "My child understands better now the way agencies provide services to the people of a community," and 51 of 53 agreed that, "My child shows greater respect for the ways different people make contributions to the larger community."

Surprisingly, 28 of 53 parent respondents said they believed "My child is more certain about his future" as a result of participating in UML, even though one might not expect a relatively short, six-week program to have much effect in solidifying youngsters' views or bolstering their confidence about their future.

Although it is possible that these data exaggerate the degree to which parents were positive about UML inasmuch as parents with negative reactions might be less likely to fill out and return the questionnaire, it also should be kept in mind that parents probably were in a better position than staff members or researchers to obtain accurate information about the reactions and attitudes of students in the program. Where a student might not be willing to disclose his true views to personnel connected with UML, students who had negative or unhappy experiences in UML probably would not in most cases provide their parents with feedback that would lead the latter to be positive about the program. Thus we believe that responses to the parent questionnaire generally are very encouraging concerning the success of UML in the summer of 1970.

In addition to yes-no items, parents also were requested to respond to several open-ended questions asking what changes they would like to make in UML and what their general opinion of the program had been. Although many suggestions were offered, hardly any were made by more than one or two parents. The only exception to this generalization was that twelve parents (six each at the elementary and secondary levels) indicated that they felt the program should have somewhat more structure and more of a focused emphasis in future years. For example, two parents thought the program would be improved if students made more thorough reports on their trips and six parents in one way or another expressed the belief that it would be

TABLE 5

Parents' Responses to Selected Items on
"Evaluation of UML" Questionnaire

Item	Yes	No	Blank
1. My child was enthusiastic about the program	56	1	1
2. He or she discussed the activities freely	54	3	1
3. He or she looked forward to the program	57	1	0
4. He or she talked about new friends	53	4	1
5. He or she has indicated a preference to enroll in a summer school project again if another is enrolled	51	5	2
6. My child was invited to visit with a family outside the neighborhood	16	41	1
7. My child brought home a new friend from outside the neighborhood	6	51	1
8. My child seems more interested in the welfare of other people	48	7	3
9. My child seems more tolerant of other people's opinions	43	9	6
10. My child is more certain about his future	28	25	5
11. My child understands better now the way agencies provide services to the people of the community	51	5	2
12. My child shows greater respect for the ways different people make contributions to the larger community	51	2	5

better to have fewer trips and/or more time for discussion, classes, and in-depth study of topics. In addition, several parents felt that more careful planning and scheduling of time would have eliminated whatever student behavior problems had occurred during the program. Because these respondents constituted a significant proportion of the parent sample and because they felt sufficiently strongly to take time to write out these suggestions, it is recommended that consideration be given to implementing them in future UML programs.

Finally, parents were asked to indicate whether they would want their children to take part in UML if it were offered again. Of the 57 parents who responded, 51 said yes, five said no, and one said possibly. Of the parents who did not respond affirmatively, two explained that their children would be too old or might not benefit as much a second time, one felt that a new group of youngsters should not be deprived of slots in the program, one said that his child was less tolerant of other groups than he had been before UML, and the remaining parents said they would enroll children in the program only if participants could study more controversial and varied topics or could engage in service projects as part of the program. Many parents who responded affirmatively added such comments as "UML did wonders for my child" and "My child is now a better person." All things considered, parents' reactions to this item together with students' responses to the same question (see above) stand as a strong endorsement of the success of UML and of the competence of the educators who worked in it.

3. Teacher Reactions and Perceptions

In many respects, the four UML teachers were in the best position to determine whether it was succeeding or failing and to identify the problems which need to be solved to make it a better program. While teachers in a program such as UML certainly have an understandable desire to have it evaluated positively, they also have better opportunities than anyone else to perceive its strengths and weaknesses. Therefore, their perceptions concerning its value and problems must be given a good deal of weight.

In general, the logs in which teachers recorded their perceptions and experiences as the program developed and the essay-type questionnaires which they filled out at the end of the summer provided substantial evidence that the goals of UML were being achieved. The logs and questionnaires frequently described specific incidents and events which indicated that progress was being made to fulfill the objectives of the program. A few of the pertinent responses and perceptions from the teacher logs and questionnaires are described on the following pages.

Use of community resources for learning

One of the items on the teacher questionnaire asked, "In your opinion was the use of community resources as the extended classroom successful?" A representative response from one of the teachers was as follows:

> Very much so! Experts in such various fields as labor, alcoholism, Model Cities activities, religion, drugs, etc. were able to describe the problems and discuss some answers. The kids asked very relevant questions pertaining to each area. I personally could not have supplied good answers - but those involved in these subjects on a daily basis could - and did!

Development of positive intergroup and interracial attitudes and behaviors

In response to a series of questions such as the item, "In your opinion, did the children become more comfortable with cultural differences so as to regard them as contributions rather than deficiencies?", teachers' perceptions were generally positive. For example, one wrote that:

> I felt that the children were very uncomfortable regarding cultural differences during the beginning of the summer. As the session progressed, the children regarded each other as individuals and friends . . . the most important aspect of the program was the interaction and direct contact the different cultural groups had with one another. It was rewarding to see friendships develop between children with differing cultural backgrounds. They played together, often reserved seats on the bus together during the field trips. Each group adjusted well.

In responding to the item, "Were you satisfied with the interaction between central city and suburban kids," several of the teachers pointed out that although they were mostly satisfied, not all of the students seemed to be working together comfortably with other groups. For example, one teacher answered:

> Yes and No. With regard to basic friendships - yes. With regard to a sharing of responsibilities - no. The suburban kids leaped at every opportunity to lead - to go - to question. Many of the central city kids were less out-going and appeared satisfied to remain passive much of the time. I was disappointed in this respect.

Although the teachers as well as students and parents felt that UML was generally successful in helping to build positive intergroup and interracial attitudes and relationships, occasional comments of this sort suggest that steps should be taken to facilitate still more student participation - particularly on the part of those central city students who appear uncharacteristically passive - in all aspects of future UML programs.

Recognition and understanding of problems in the metropolitan area

One of the objectives of UML was to help students recognize and perceive problems existing in their own communities as well as in other communities elsewhere in the metropolitan area. Teachers seemed to have little doubt but that this goal was satisfactorily accomplished. For example, one teacher wrote that

> My students became much better acquainted with problems existing in their own communities. My answer is based on statements from the students such as, 'I live in this area and I did not know that this problem existed' and 'I have never been here before even though the place is in my own community.'

Responding to the question, "Did the children grasp the idea of problems existing in communities other than the one they reside in?", another teacher answered that:

> I believe they were quite concerned about this. We spent a lot of time discussing conditions in the Inner City Parish and the Model Cities area. The suburban students thought the Model Cities idea of people helping themselves was good, and liked the idea of VISTA. Obviously, they could see their own problems as being minimal by comparison. They appeared to be very sympathetic to the needs of the underprivileged. Both blacks and whites were moved by what they saw.

A specific example of how field trips conducted in UML helped increase understanding of an important metropolitan problem which would be difficult to learn about as meaningfully from a textbook or lecture was described by one teacher as follows:

> One person in a supply warehouse was asked how many blacks were employed by his firm. 'Three,' he replied. 'Out of one hundred employees?', a student asked. 'Why so few?' 'Transportation in getting to work here is a problem,' the guide replied meekly.

Student responsibility for learning

Another major objective of UML was to help students learn to take more responsibility for their own learning and to give them opportunities to become more skilled in planning and carrying out learning activities. Again, the teachers' logs and questionnaires provided a good deal of evidence and numerous examples that this goal was being substantially achieved. For example, the elementary teachers described how their students had asked to work on an UML newspaper and had shown gains in initiative, good judgment, and writing skills while carrying out this task. Similarly, one of the junior high teachers listed the following examples of activities students had taken responsibility for planning and/or carrying out during the course of the program:

1. The students planned an itinerary (bus drive) through suburbia. Very good planning.

2. The students performed an impromptu play that was very funny and helped to bring blacks and whites together in a common working situation for the first time.

3. Students volunteered to write 'thank you' letters to tour guides and guest speakers.

4. Students decided to make a YEARBOOK as a class project to remember the summer's activities. Volunteers took this project over and it will be printed by the Shawnee Mission School Ad. Building printing shop and distributed to all who participated.

5. Students asked for a Super 8 movie camera and five rolls of film with which to make a movie entitled 'Friends.' Some basic guidelines were set (like the movie will have to be planned around the summer school program and not vice-versa).

6. Students planned a trip to several places of interest in Kansas City, Kansas.

7. Students formed a committee to phone possible platform guests for the orientation of the second half of the program. Students were aided by parents who introduced each speaker and brought refreshments.

The students who planned the drive through suburbia were Shawnee Mission students. Those who planned the field trip to points of interest in Kansas City, Kansas were from that area. Those who spent long hours calling platform guest speakers were from Kansas City, Missouri.

4. Interracial Relationships in UML

Although the students who participated in UML were a diverse group which included a Japanese-American girl, a Mexican-American boy, and others with a variety of ethnic backgrounds, probably the most important characteristic of the student body was its balance between youngsters of Afro-American and European-American descent. Indeed, one major purpose of the program was to provide an opportunity for black and majority white students to get to know one another and learn to cooperate in working out racial antagonisms deeply embedded in our history and current social structure. Except for this goal, every other objective and aspect of UML might have been achieved as well or almost as well in metropolitan-oriented summer schools conducted separately in the three participating school districts.

How well was the goal achieved? Inasmuch as many years of research have shown conclusively that personal contact between persons of differing races working on common tasks in non-threatening surroundings does much more to dissolve racial stereotypes and develop positive interracial relationships than years of lectures and exhortations, we were particularly interested to know whether students in UML were working and cooperating with one another across racial lines. The evidence available to us from several sources indicates that UML did succeed in bringing about constructive interracial contact among students who otherwise would have been mostly isolated from one another in their largely segregated home communities and schools. In addition to verbal as well as written comments of the teachers which indicated that interracial interaction and friendships were increasing week by week as the summer progressed, the following information also indicated that UML largely succeeded in developing and maintaining positive interracial interaction and relationships among students who participated in it:

a. Statements such as the following which students volunteered in interviews and on open-ended sections of the student questionnaire:

I found new friends and had a good friendship with them and found out that there are people who care.

I liked UML because it was a new and wonderful experience I will always remember and also because I learned that although it was two different races, we understood each other and had lots of fun together.

> The experience of meeting new people is really something else. If more people would come together we might not have the trouble the world has today. We have the burden on our shoulders. We've got to come together in order to change.
>
> I never knew any black kids as friends. But now a lot of them are my best friends or just plain friends. The color of your skin doesn't matter, it is what's inside that counts.

b. Observations of the program and informal conversations with students made by the evaluation staff indicated that students frequently formed interracial subgroups in academic as well as recreational activities. In addition, students either made or were overheard making such comments as that of a black girl who said she had learned that 'white people are not all against us."

c. A sociometric analysis (see the sociogram in Figure 1) of the elementary students' sixth-week responses to the question, "Who are the three students in UML whom you would most like to be with in activities?" which showed that thirteen of the fourteen white students present for testing chose at least one black student and eleven of the seventeen black students chose at least one white. (It is interesting to note that the sociogram also shows a particularly strong tendency toward same-sex preference which is common among elementary-age students: of the 31 students who responded, only one made a cross-sex choice.)

In assessing these data, it is important to keep in mind that the purpose of a program like UML is not to demand or even encourage complete inter-mixture of white and black students in all interaction situations but rather to provide experiences which teach youngsters to work cooperatively and feel comfortable in interracial contacts. To some extent, individuals sometimes will prefer to interact mainly with others with similar social and ethnic backgrounds, and rightly so, since many people require intra-group experience to maintain a sense of individual security and self-worth. On the other hand, no youngster or adult should avoid interracial contact simply because he has not had experiences to prepare him for such contact or should be deprived of the opportunity to know and work with others who share similar interests but whose racial differences have been magnified by the accidents of history and geography. The point is that each individual should feel free and should know how to enter into interracial situations - a goal which is not likely to be achieved unless young people of different races have an opportunity to meet and become acquainted as individuals. In six short weeks, UML was substantially successful in achieving this goal.

It is true, of course, that UML was not completely successful in this regard. Undoubtedly, there were a few students who did not feel much more comfortable in interracial situations at the end of the program than they did at the beginning. Certainly, there were a few who kept almost entirely to their own racial group and participated only passively in interracial activities. With more time to plan in future years and with teacher aides available to help provide more individual contact with adults, UML staff will be able to increase the proportion of learning activities which encourage each student to participate actively and to contribute to the program in accordance with his abilities and interests.[4]

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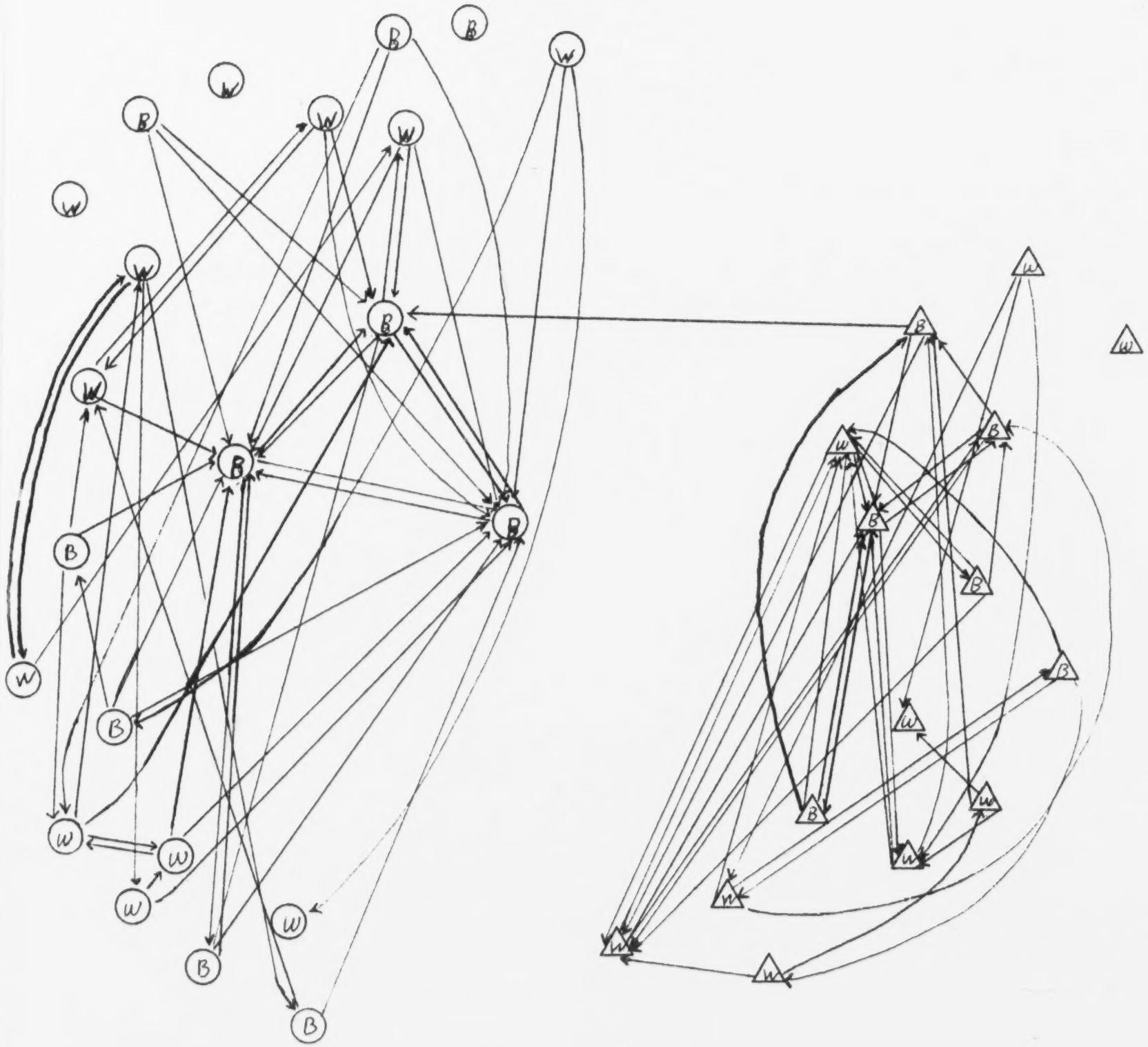
[4]Examples of activities which might help accomplish this goal include discussion in groups of five or six students, drama, role-playing, academic games for interracial teams of five to ten students, and film-making assignments for interracial groups of two or three students



W—White

B—Black

○ —Girls

△ —Boys

FIGURE 1: Sociogram Showing Elementary Students' Choices of Classmates to Work with in Activities.

Building on experience from the Summer, 1970 program, UML should be even more successful in encouraging interracial understanding and cooperation in future years.

5. Exploratory Questionnaires and Projective Instruments

Although the major evaluation of UML utilized observation, analysis of teacher logs, and the relatively straightforward student, teacher, and parent reaction forms already described, additional attitude assessment instruments were used to further explore possible effects of the program.

Objectives of UML which were of most concern in this exploratory evaluation involved students' attitudes toward themselves and their futures; their attitudes toward and relationships with other individuals and groups; and their viewpoints on the metropolitan area and its communities. Attitudes, feelings, and viewpoints on these matters are very difficult to measure. Attitudes are resistant to change or modification, and an observer may not be able to tell when a true change occurs or what it means if it does occur. Many measures of attitudes toward self, others, or communities often are called projective instruments because they are indirect measures which project a response to mean far more than it may seem to mean on the surface. All these considerations often raise profound questions about validity and reliability of instruments and the interpretation placed on responses to them. It is for these reasons that the questionnaires and instruments described in this section were regarded as exploratory and indicative of further research rather than as definitive approaches to determine whether UML succeeded or failed.

a. The Line Task and student's self-esteem

One of the purposes of UML was to provide students with opportunities to engage successfully in meaningful, self-directed learning activities. With good reason, self-esteem usually is considered an important determinant of learning. That is, a circular process presumably develops for most people in which a person who thinks well of himself and consequently is not overly anxious or preoccupied with himself is likely to learn well in accordance with his ability and a person who succeeds in learning or other tasks he undertakes is likely to experience increased self-esteem.

Although it was hoped that UML would enhance the self-esteem of both suburban and central city students, there was reason to believe that minority, low-income students from the central city might be particularly ambiguous in self-esteem; hence a program like UML might be specially effective - and important - in bolstering self-esteem among the central city sample.

Among the measures used to assess self-esteem among students in UML were modifications of the Line Task developed by Henerson, Long, Ziller, and others.[5] In the first version of this task elementary students were given a sheet of paper with only instructions and a horizontal line on it, five stick-on circles with the words "neighbor," "friend," "father," "mother," and "teacher," respectively

[5] Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller, "Self-social Constructs of Achieving and Nonachieving Readers," The Reading Teacher, v. 5, n. 19 (1965), 114-118.

and one stick-on circle with an outline drawing representing self. Respondents were asked to place each of the six circles at some point on the horizontal line. The test was given during the first week (pre) and again during the sixth and final week (post) of the program.

Previous research with the Line Task has used a variety of validation measures to support the assertion that respondents who position themselves on the left side of the horizontal line tend to have higher self-esteem than respondents who place themselves on the right and others on the left.[6] Using this approach, we determined whether a respondent placed himself on the far left of the line (scored as 6), and if not, how far to the right he placed the circle representing himself (scored 5 to 1).

Pre- and Post-scores for the central city and suburban elementary students are shown in Table 6. On the pre-test, the modal response for both the central city and the suburban samples was 4, that is, third to the right on the horizontal line. Thus the central city sample did not appear to have lower self-esteem as measured by the Line Task than did the suburban sample, perhaps because most of the minority students in the central city sample were not low-income, inner city students who presumably would be lowest in school achievement and in related measures of self-esteem.

TABLE 6

Central City and Suburban Elementary Students' Pre- and Post-Responses on the Line Task

	Central City												Suburban											
	Pre						Post						Pre						Post					
Response Categories*	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Number in each response category	4	0	0	12	0	1	3	0	2	7	2	4	1	4	4	6	0	2	2	0	2	8	1	1

*6 = extreme left; 1 = extreme right

On the post-test, however, the responses of the central city sample were noticeably skewed to the left side of the line, but the responses of the suburban caple were not noticeably changed from the pre-text. Although t tests showed that the differences between the post-test responses of the central city students were not significantly different at the .05 level from their pre-test responses, these results suggest that there may have been an improvement in the self-concept of

[6] Ibid.; J. J. B. Morgan, "Effects of Non-Rational Factors on Inductive Reasoning," Journal of Experimental Psychology, v. 34 (1944), 159-168; Robert C. Ziller, Joan Hagey, and Mary Dell C. Smith, "Self-Esteem: A Self-Social Construct," Journal of Consulting and Clinical Psychology, v. 33, no. 1 (1969), 84-95; and Robert C. Ziller, Marea Alexander, and Barbara H. Long, "Self-Social Constructs and Social Desirability: Unpublished ms., University of Delaware, 1964.

central city students which might show up more clearly with a larger sample. Pending further research, therefore, it was tentatively concluded that the central city elementary students in UML may have had higher self-esteem at the end of the program than at the beginning, and that this change in turn may have been related to their experiences in UML.

On a second version of the Line Task, respondents were given another sheet of paper with a horizontal line and six stick-on circles representing self, a friend, and a "smart," "dumb," "funny," and "bad" classmate, respectively. In the previous study by Henderson, Long, and Ziller[7] using this methodology, it was found that students retarded in reading tended to place themselves further from the "dumb" and "funny" circles than did students not retarded in reading. The authors interpreted this result as indicative of a "defensive reaction" in which the disabled readers were seeking to remove themselves from negative stimuli which further threatened their self-esteem.

In the present study, central city elementary students tended to place themselves further than the suburban students from the "dumb" circle but not the "funny" circle. Since the teachers in UML reported that central city students as a group were poorer readers than the suburban students, this finding is partly in line with expectations suggested by the previous study of Henderson, et. al.

As regards change during the six weeks, the central city sample tended to place themselves further from the "dumb" circle on the pre-test than on the post-test;[8] on the pre-test, eight of sixteen central city students in the sample placed themselves a maximum of five places distant from "dumb," but on the post-test, only four of fifteen placed themselves in this position. It is possible that this shift may represent a decrease in defensiveness and a corresponding increase in self-esteem among the central city elementary participants in UML, but more research needs to be done using the Line Task with students in future UML before very much confidence could be placed in this conclusion.

It also should be noted that the large majority of respondents in our sample tended to place the circle representing "dumb" to the far right-hand side of the line, thus tending to confirm the validity of Henderson et. al's contention that less-esteemed referents are placed to the right on a projective test such as the Line Task. Inferentially, this contention also suggests that for at least some respondents self-reported self-esteem may represent not so much a truly favorable self-concept as a defensive reaction against self-doubt and feelings of personal inadequacy.

b. The Triangle Task

In addition to the two versions of the Line Task, Henderson, et. al's Triangle Task also was used in the battery of instruments administered to elementary students in UML. On the Triangle Task, a respondent was given a paper with three circles representing "Your parents," "Your teacher," and "Other children" drawn

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[7]Edmund H. Henderson, et. al., op. cit.

[8]As measured by percent who placed themselves a maximum of five places distant.

at the apexes of an equilateral triangle and asked to paste a circle with a stick figure representing "yourself" at some position anywhere on the page.

In the Henderson et. al. study it was found that students retarded in reading were more likely to place themselves within the triangle formed by the other three circles than were students not retarded in reading.[9] In the present study, it was found that students in the central city sample seemed more likely to place themselves outside the triangle than did the suburban sample, both on the pre-test and the post-test.[10] Since the teachers had reported that the central city students as a group were poorer readers than the suburban students, this finding does not agree with the results reported above from the Henderson et. al. study and thus raises a question whether the Triangle Task - and indeed the other projective instruments used in this study - are measuring the same things when used with minority students from the central city as with middle-class white students from the suburbs.

However, Henderson and his colleagues also have argued that placing oneself outside the triangle is indicative of greater "individualism" and less "social dependency" than is placement within the triangle.[11] If so, the difference we found between the central city and the suburban sample is compatible with the common stereotype that portrays suburban youth as growing up in a more protected conformist, and dependency-producing environment than big city youth. It is possible that differences of this sort do exist among metropolitan communities and that they override other variables such as reading retardation that may be associated with performance on the Triangle Task of respondents with similar social backgrounds in one part of the metropolitan area. At any rate, there were no changes within either our central city or suburban samples on Triangle Task placement inside vs. outside the triangle during the five weeks between pre- and post-testing; thus it is clear that the Triangle Task did not point to any change in students' interpersonal orientation that could be associated with UML.

c. Fatalism and sense of power

Both elementary and junior high students responded to four items each of which indicates in one way or another whether a respondent feels a sense of control over his future or is fatalistic about his future and content to settle for relatively limited goals. The pre- and post-scores for central city and suburban students in the first and sixth weeks and the change scores on the four items are shown in Table 7. For each item, disagreement is considered to be a less fatalistic (i.e., a more desirable) response. The four items have been used in many studies of the attitudes of children and adults and were included in this evaluation study because

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[9] Edmund H. Henderson, et. al., op. cit.

[10] X^2 tests showed that these differences would have occurred by chance only about 10 times in one hundred ($X^2 = 2.75$ and 2.59, df = 1).

[11] Ibid.; Barbara H. Long, Edmund H. Henderson, and Robert C. Ziller, "Developmental Changes in the Self-Concept During Middle Childhood," Merrill-Palmer Quarterly, v. 13 (1969), 201-215.

they have been found to be associated with achievement in school as well as other variables measuring students' social status, behaviors, and attitudes.

None of the changes shown in Table 7 are statistically significant at the .05 level of probability. This finding is not surprising in view of the shortness of the program. Data in the table also indicate that in general there was not much difference between the responses of the central city and the suburban samples, respectively - a finding that was predictable once it was known that central city participants in UML evidently did not include many students from low-income families in the inner city. One interesting pattern that does emerge in Table 7 is that elementary students tended to be consistently more fatalistic than junior high students. Although this pattern may reflect a growing sense of personal power and control as a result of maturation, it also may be caused by an acquiescent reponse set among younger respondents.

Although for reasons indicated above the fatalism items did not provide very useful data on the effectiveness of UML, it is recommended that these items be included in future evaluations to assess the impact of longer programs which include a larger number of low-income students from the inner city.

d. Metropolitan Community Attitudes Inventory

Since UML was intended partly to develop constructive attitudes toward metropolitan communities, it was decided to administer an attitude inventory dealing with participants' viewpoints on this topic. The instrument used was an eighteen-item adaptation of the Metropolitan Community Attitude Inventory (MCAI) developed as part of Project Wingspread in the Chicago Metropolitan Area. Project Wingspread is a cooperative educational program enrolling central city and suburban students during both the summer and the regular school year which was started in 1968. The MCAI is a 64-item inventory which is "predicated," according to its authors, "on the type of metropolitan experiences the students will be exposed to in the course of engaging in planned Wingspread learning situations."[12] Items chosen for use in evaluating UML were selected for their pertinence to UML's objectives or their face validity as measures of important attitudes toward metropolitan society. Several items were re-written to make them more readable and less ambiguous.

To reduce the effects of response set, items were not all scored in the same direction. That is, for some items agreement is considered to be a positive response in line with the goals of UML; in others agreement is considered to be a negative response not compatible with the objectives of the curriculum. In addition, some items are difficult to interpret as positive or negative without more information about the context and rational behind a student's response. For these reasons, no overall scores were computed for the inventory as a whole.

The eighteen-item adaptation of the MCAI was administered to UML junior high students during the first week and again during the last week of the program. The eighteen items together with the pre- and post-scores and the change scores for central city and suburban students are shown in Table 8.

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[12] Dr. Harriet Talmage, Project Wingspread, Education for Metropolitan Living Evaluation Report 1968-69. Chicago: Board of Education, July 7, 1969, p. 10.

TABLE 1

Elementary and Junior High Students' Pre- and Post-Responses on Four Fatalism Items, by Central City and Suburban

Item	Central City Elementary Pre (N=19)	Post (N=16)	Change	Suburban Elementary Pre (N=17)	Post (N=15)	Change	Central City Junior High Pre (N=16)	Post (N=16)	Change	Suburban Junior High Pre (N=17)	Post (N=16)	Change
1. People like me don't have much of a chance to be successful in life.*	1.63	1.63	.00	1.82	1.53	-.19	1.75	1.88	.13	1.94	1.94	.00
2. Good luck is more important than hard work for success**	3.53	3.38	-.15	3.00	3.20	.20	3.56	3.63	.07	3.65	3.56	-.09
3. Every time I try to get ahead, something or somebody stops me.**	2.79	2.75	-.04	2.06	1.67	-.39	2.73	2.88	.15	3.06	3.06	.00
4. All a person should want out of life in the way of a career is a secure, not too difficult job, with enough pay to afford a nice car and a home of his own.**	2.16	1.56	-.60	1.59	2.00	.41	2.67	2.63	-.04	2.76	2.81	.05

*Three response categories were scored as follows:
Agree very much = 0
Not sure = 1
Disagree = 2

**Five response categories were scored as follows:
Agree very much = 0
Agree = 1
Agree a little = 2
Disagree = 3
Disagree very much = 4

As shown in Table 8, statistically significant change at the .05 level for the central city sample occurred only in the case of item 15 ("The suburbs have as much a pollution problem as the city");[13] for the suburban sample, none of the changes were statistically significant at this level of probability. Since a significant difference would be expected to occur by chance for one item in a twenty-item scale, it is obvious that UML did not lead to reliable change in attitudes as measured by the items from the MCAI. Perhaps this is what might have been expected given the shortness (six weeks) of the program and the difficulties of accurately measuring and interpreting attitudes of the type tapped by the MCAI.

Even in the absence of evidence of significant attitude change as measured by the MCAI, the data shown in Table 8 may prove useful in making comparisons with future UML programs. Particularly if the program should be expanded to be less selective and to include more students who did not so explicitly volunteer for it, important differences and greater attitude change may be found in future years.

In addition, there are several noteworthy trends in the response patterns shown in Table 8. On item two ("I prefer attending a school with other students who are more like me."), for example, it is interesting that the central city sample had a higher level of disagreement than did the suburban sample. On item three ("There are many serious problems in the suburbs"), the central city sample shifted in the direction of disagreement but the suburban sample shifted in the direction of agreement during the five weeks between pre- and post-testing. On item nine ("Let each neighborhood solve its own problems"), both groups were consistently more in disagreement than in agreement, perhaps reflecting the fact that students were volunteers who presumably possessed a degree of metropolitan perspective prior to entering UML. Although these and other response patterns in Table 8 (i.e., level of response and trends in direction of change) are difficult to interpret with any confidence, it will be useful to see if they reappear in future years.

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[13] $t = 2.46$; $df = 31$; two-way test.

TABLE 8

Pre-and-Post Scores of Central City and Suburban Junior High Students on 18 Items Adapted from the Metropolitan Community Attitudes Inventory

Item*	Central City			Suburban		
	Pre-test Mean (N = 15)	Post-test Meqn (N = 17)	Change	Pre-test Mean (N = 17)	Post-test Mean (N = 15)	Change
1. People with different ways of doing things make living in the metropolitan community more interesting.	1.56	1.53	-.03	1.59	1.73	.14
2. I prefer attending a school with other students who are more like me.	3.00	3.00	.00	2.71	2.40	-.31
3. There are many serious problems in the suburbs.	2.25	2.47	.22	1.88	1.64	-.24
4. Since the metropolitan community is made up of so many different types of people with different customs, it is necessary to enforce the laws differently.	2.81	2.71	-.10	3.06	2.67	-.39
5. The suburbs do not have poverty problems.	3.19	3.06	-.13	3.24	3.13	-.11
6. Most suburbs use the services of the city without fully paying for their use.	2.87	2.53	-.34	2.86	2.85	-.01
7. Most suburbs could not exist without many of the services provided by other communities.	1.75	2.19	.44	1.94	2.20	.26
8. Poor housing in one community should not be made the problem of a nearby community.	2.50	3.12	.62	2.94	2.73	-.21
9. Let each neighborhood solve its own problems.	3.13	3.35	.22	3.24	3.00	-.24
10. Too many of the city's poverty problems are being paid for by the suburban taxpayers.	2.50	2.67	.17	2.18	2.46	.26
11. The people who run large bu businesses are not interested in the problems of the metropolitan community.	2.67	2.76	.09	2.53	2.40	-.13

TABLE 8 (Cont'd.)

Pre-and-Post Scores of Central City and Suburban Junior High Students on 18 Items Adapted from the Metropolitan Community Attitudes Inventory

Item*	Central City			Suburban		
	Pre-test Mean (N = 15)	Post-test Mean (N = 17)	Change	Pre-test Mean (N = 17)	Post-test Mean (N = 15)	Change
12. The facilities paid for by city dwellers' taxes should be used only by them.	2.50	2.63	.13	2.29	2.47	.22
13. The facilities paid for by suburban taxes should be used only by their taxpayers.	2.26	2.63	.37	2.53	2.60	.07
14. City living can provide students with many interesting learning experiences.	1.56	1.41	-.10	1.88	1.87	-.01
15. The suburbs have as much a pollution problem as the city.	2.38	3.29	.91**	2.71	3.20	.49
16. Suburban living can provide students with a variety of interesting learning experiences.	1.85	1.94	.09	1.63	1.67	.04
17. The city and suburbs should be one community for choosing a place to live.	2.38	2.12	-.26	2.13	2.21	.08
18. The city and suburbs should be one community for using parks, swimming pools, playgrounds and other recreational facilities.	1.69	2.29	.60	2.06	1.87	-.19

*Four response categories scored from 1 to 4 were used with each item. The scoring system was as follows: Strongly Agree = 1
Agree = 2
Disagree = 3
Strongly Disagree = 4

** = $p < .05$

PART III

RECOMMENDATIONS

Most of the following recommendations concerning future UML programs are based largely but not solely on the suggestions and observations of the four teachers. In many cases one or more of the teachers offered specific recommendations and made a convincing case to back them up either on the formal evaluation instrument filled out at the end of the program, in the extensive logs they kept during the summer, or in an interview or informal conversation with the evaluation staff. Other recommendations are based less directly on the teachers' descriptions of the problems they encountered in the program, and still others were based on observations of the program in action. In all cases these recommendations are offered in the belief that a good program always can be made still better rather than in a spirit of criticism or nit-picking.

1. <u>If financing can be obtained, UML should be expanded to include more students from central city and suburban schools</u>.

This recommendation is based particularly on the enthusiasm and positive attitudes toward UML shown by students, teachers, and parents; other indications of the program's success which are described throughout this evaluation report; and the strong and unanimous conviction of the four teachers that UML was a valuable learning experience which can and should be made available to more students.

2. <u>If possible, decisions to continue or expand UML should be made early enough to allow for more planning on the part of teachers and school district officials responsible for the program.</u>

Because the 1970 program was organized only a month or two before the start of summer school, there was too little time available to plan for some of the contingencies and problems which otherwise might have been foreseen and solved more easily. More adequate planning time would have made it possible to attain such desirable goals as the following:

a) Obtain a more even balance of central city and suburban boys participating in the program. At the start of the summer 1970 program, only one central city boy was enrolled as a junior high participant. The absence of more central city boys at this level created certain problems in group dynamics until more were added later in the summer.

b) Provide teachers with more opportunity to examine and order books, films, and other instructional materials and to determine which field trips would be most important and most educational. Understandably, there was not always adequate opportunity during the first summer to examine materials and to select field trips and resource personnel with as much care as optimally would have been desirable. With the experience of the first summer and with more planning time, teachers in succeeding years will be able to make UML still more effective and successful.

c) Give teachers more chance to prepare appropriate curricula and instructional experiences. For example, metropolitan-oriented educational programs in Chicago and other cities have reported great success with units

on urban architecture and on film-making, in which students construct scale models or make photographic records of urban areas, respectively. Units such as these could be a valuable addition to the UML curriculum.

3. Particularly if UML is expanded, a director should be provided to take responsibility for planning and implementation of the overall program.

During the summer of 1970, UML was too small to justify the salary of an administrative director or coordinator. Accordingly, administrative responsibilities were discharged by three school district officials appointed respectively by each participating district. Without their vigorous assistance and commitment, UML would not have succeeded. However, if the program is enlarged in the future it will be advantageous to appoint a full- or part-time director or coordinator, while still assigning appropriate overall supervisory responsibility to officials from each district. Assigning a director or coordinator specifically to UML will make it possible to accomplish such goals as the following:

a) Provide for more initiative in communicating with parents.

b) Achieve more precision in scheduling of field trips and in coordinating transportation services.

c) Take more immediate action in solving day-to-day problems that inevitably arise during the program (e.g., a child becomes ill, a bus breaks down, a meal is not prepared on time, etc.)

d) Maintain closer communications with the principals of buildings in which UML classes are conducted.

e) Establish effective security arrangements for personnel and property involved in UML.

4. A greater effort should be made to prepare for and follow up on field trips and to incorporate field trips into a developmental sequence of learning experiences.

As noted in preceding sections of this report, teachers, students and parents sometimes felt that it would have been beneficial to reduce the number of field trips in order to accommodate other instructional activities tied in with the topics under study and the goals of the program. To achieve as well-planned and well-rounded a program as possible, it is recommended that:

a) Teachers working at a particular grade level (elementary, junior high, or senior high) be given time to meet as a group every day or nearly every day to share perceptions and ideas and plan instructional activities.

b) Evaluation services be expanded to allow for more daily monitoring and feedback (as contrasted with final program evaluation of the kind provided in this report).

5. Enough teacher aides should be recruited and/or employed so that every teacher has at least one aide available at all times.

Teacher aides may be trained full-time or part-time employees or older students hired under the Neighborhood Youth Corps. They may be volunteers recruited from among the parents of UML students, from among teachers-in-training or other students at local colleges and universities, or from among pools of private citizens and organizations. In either case, they perform such indispensable functions as the following:

a) Relieve teachers to work on planning and coordination of instructional activities, communications with parents, and evaluation of students' progress.

b) Provide additional supervision to achieve maximum safety and security, particularly on field trips.

c) Make it possible to hold student conferences at any time by releasing the teacher for this purpose and/or by conducting such conferences themselves. Individual conferences with and counseling of students, in turn, is particularly important in a program like UML in which some students may be inhibited from discussing attitudes involving race or otherwise participating in a large group but may be willing to participate when encouraged by an adult who can initiate action to solve problems that arise during the course of the program.

d) Supervise small group activities in which three or four students work together in carrying out projects and in which students who may be passive in larger groups are encouraged and enabled to participate more actively in discussions and other instructional experiences.

In general, then, utilizing aides to free teachers for daily planning sessions and to increase individual conference and small group activities should make it possible to bring about more active participation on the part of all students in future UML programs.

6. Recreational activities should continue to be conducted as part of future UML programs.

In addition to providing opportunities for physical exercise, activities such as swimming, baseball, and basketball also gave UML students a chance to learn more about recreational facilities in the metropolitan area, to work closely together as equal members of interracial groups, and to make the personal contacts needed for a successful intercultural program. As one teacher wrote in his log after an early field trip to Swope Park, "Today we learned that children will become acquainted quicker if they are having fun together." In addition, recreation-oriented activities also give many students a chance to excel in non-academic tasks.

Since many central city and suburban children may be only average in academic work but may be outstanding in sports or cooperative group work, and since very student in UML should experience success in the program, a variety of recreational activities should be provided as part of the overall curriculum in future UML programs.

7. Stress should continue to be placed on encouraging and welcoming parent participation in various aspects of the program.

During the summer of 1970 parents made many contributions to UML and participated in a number of activities. For example, some parents served as escorts on field trips, and a number of the field visits were suggested by and even arranged by interested parents. That this participation contributed much to the program was obvious to outside observers as well as to the teachers who often noted it with appreciation in their logs. Emphasis on parent involvement and participation should be continued in future years.

8. A larger proportion of students in future UML programs should be from low-income families living in inner city areas in Kansas City, Kansas and Kansas City, Missouri.

In addition to giving young people a chance to learn more about the communities in which they live and to actively study important topics which are difficult to learn about in the limiting confines of the regular classroom, UML was established so that youngsters of differing economic, social, racial, and ethnic backgrounds could learn to work together and appreciate their similarities and differences. Although the summer 1970 program did succeed in enrolling youngsters of varied social, racial, and ethnic backgrounds, unfortunately there were relatively few participants from low-income, inner city neighborhoods in the two central cities. To further broaden the range of students participating and the opportunities for inter-cultural contact, it is recommended that more vigorous efforts be made to ensure the enrollment of more students from low-income, inner city families in future programs.

9. School district officials, teachers, and interested citizens involved in planning future UML programs should make an explicit decision concerning the degree of selectivity to be used in selecting students and the type of student to be recruited into the program.

Teachers working in UML during the summer of 1970 reported that a few of the students made only a minimal contribution to the program and probably did not benefit from it as much as would other youngsters who would have participated more fully. Students who did not participate fully probably could have been screened out in advance if there had been time to prepare and apply specific criteria and guidelines for participation in the program. With this in mind, and with the experience of one summer behind them, several of the teachers drew up criteria which could help minimize the problems encountered in future programs if applied in selecting students for admission to UML. For example, one of the teachers suggested that students who are unable to maintain good inter-personal relationships with others may detract from the success of the program:

> A program of this nature will suffer when students refuse to enter into discussions, and especially when they launch no attempt to make new friends. The student's attitude toward his peers is essential. He must be the type who is outgoing and for the most part, his personality should be warm and friendly. Some of the black students and some of the white students did not demonstrate this quality during our initial approach to Metropolitan Living, and this caused a

few minor problems. As teachers, we can not change or even alter the student's personality within a six weeks' period, and those who select the student should keep this in mind. (I was disappointed in a couple of the students I myself chose!)

However, it is also true that educational programs designed to generate excitement in learning and to build inter-cultural understanding may be even more helpful for students who need assistance in learning to succeed in it than for students who already are well motivated and prepared to work with others and are relatively little alienated from the school or from other youngsters. Thus it might be well to aim at including more students who most need the stimulation and inter-cultural contact of UML, particularly if enrollment is expanded to include more participants in future years.

This dilemma is a difficult one which should be carefully considered in drawing up and revising policies each year. On the one hand, it is important not to enroll more students who need special help and guidance than can be accommodated without making the program less beneficial for everyone else participating in it. On the other hand, utilization of teacher aides, provision of more teacher planning time, arrangements for more individualized instruction, and implementation of other recommendations made in this report should make it possible to maintain a highly successful program even while including more students who might otherwise be passive or disruptive. In addition, experience gained during the first summer and in succeeding programs can be used in designing and implementing instructional activities of benefit to all types of students, the poorly-prepared as well as the well-prepared. Therefore it is recommended that the nature and extent of selection criteria to be used formally or informally in choosing students for UML should be reviewed and revised each year in the light of the previous experience, perceptions, and judgments of those most familiar with the operation of the program.

10. Miscellaneous recommendations.

Additional suggestions one or more teachers offered to enhance UML in subsequent years were as follows:

a. Teachers should meet individually with students who will be enrolled in UML during the month or two before the program begins.

b. Secretarial assistance should be provided to expedite some of the tasks which frequently prevented teachers from giving full attention to students.

c. Occasional night-time activities (e.g., lectures, meetings of community organizations) should be scheduled in order to take advantage of special opportunities for learning available in the evening but not during the day in a large metropolitan area.

d. Classes for elementary and secondary students should be conducted at a greater physical distance from each other, with provisions for bringing students from differing levels together for joint sessions or activities whenever appropriate or desirable.

e. Consideration should be given to extending the daily schedule for another hour in order to alleviate the problems which were faced with regard to conducting field trips within a very compact time schedule.

II. Recommendations for evaluation.

Based on experience in using several approaches for evaluating the Summer, 1970 UML program and the data reported in the preceding sections, the following recommendations are made concerning evaluations of UML in future years:

a. Student, teacher, and parent reaction forms, teacher logs, and observation records should continue to provide the primary source of data for evaluating UML or similar programs in the next few years.

b. Results using more inferential and projective attitudinal instruments described in Section II indicated not only that these instruments may have value in future evaluations but also suggested in several instances that UML may have been having a positive impact on participants, particularly central city students. However, data from these instruments were inconsistent and were much more suggestive than definitive. The Line Task, the Triangle Task, the MCAI, and other related instruments should be used in future evaluations, but more baseline data should be collected regarding their validity and interpretation. For example, data should be collected relating performance on these instruments to age, sex, reading level, and social-class background, with separate analyses for central city and suburban students. Similarly, an effort should be made to establish more independent and/or concurrent measures of validity for each instrument. If possible, research along these lines should be initiated during the current academic year, using samples of students from the three participating school districts to obtain additional baseline data and more information on the validity of the instruments.

c. Several items used on the student interview schedule should be added to the student opinionnaire, in order to obtain larger numbers of responses for more intensive analysis. These items are, "Who /what other children/ did you share common interests with?" and, "Do you feel closer to a student from a different ethnic group than you did at the start of UML?" /asked at the end of the program/.

d. More time should be set aside for evaluation staff to meet with teachers and program administrators, particularly for meetings held before the program begins, at the end of the first week, and at the mid-point of the program.

e. The evaluation budget should be enlarged to include funds for photographic equipment and supplies to be used in making a photographic record to assess interpersonal and intergroup interaction.

f. Items on the questionnaires and evaluation forms should be reviewed with an eye to adding additional response categories such as "somewhat" or "partly agree" to give subjects more latitude in responding and also to enhance the spread and hence the discriminability of responses.

g. Evaluation activities should be expanded to include post-program sessions at which the teachers meet the evaluation staff to identify successes and failures and to discuss suggestions for future programs. This recommendation probably can best be implemented by reimbursing teachers for two or three days of additional work immediately after the last week of the program.

APPENDIX A

Audiovisual Materials Used in the Junior High Section of UML

The Neglected Child
Film about child abuse and poverty situations.

Urbania
Film about symbols of the city.

The Disadvantaged Youth
Film depicting social and economic inequalities, with problems centering around youth.

Slides
A pictorial emphasis upon the welfare services and facilities of the Johnson County Mental Health Center.

Black History (Parts I - II)
A Bill Cosby narration concerning American myths of black history, cover-ups, discrimination, and the obvious need for the inclusion of black history in America.

Water Purification
A film (educational in nature) demonstrating how water is purified, and illustrating how important our need for pure water is and will be in the future.

A Time For Decision
A drama centering around a potential alcoholic and how his drinking habit affects his work, his family relationship, and alters his entire personality.

"Friends"
Five 3-minute reels (super 8 color) directed and acted out by the Metropolitan Living Summer School Participants. The film shows activities in the classroom, and field trip endeavors. The film ends with six students (white - black - Mexican-American) having fun at Volker Fountain.

It should be noted that several other very good films were available, but time factors would not permit showing.